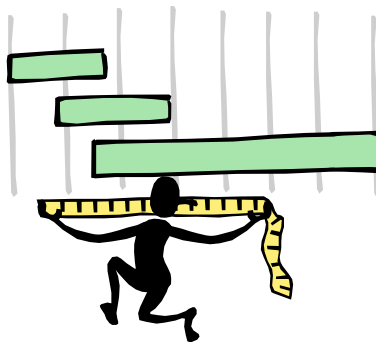


Missouri Department of Elementary and Secondary Education

A Guide to Your Special Education District Profile



For questions or comments, please contact:
Office of Data System Management - Special Education Data at 573-751-7848

Version: August 2014

PURPOSE:

The purpose of this guide is to assist Missouri school district personnel in understanding the *Special Education District Profile*. Profiles are published annually for each district in the fall.

OVERVIEW:

Each district's *Special Education District Profile* contains data entered by the district for the school year. The seven general reporting areas are:

- **Early Childhood Special Education Data** (Table A)
- **Child Count and Educational Environment Data** (Table B)
- **Assessment Data** (Table C)
- **Evaluation Data** (Table D)
- **Parent Survey Data** (Table E)
- **Suspension/Expulsion Data** (Table F)
- **Secondary Transition Data** (Table G)

DATA INFORMATION:

- The Profile provides the source of the data collected.
- Both the Profile and Guide provide the methods used to calculate the data results.
- *What to Ask* is provided to help districts examine practices and data in order to improve results.

SPP TARGETS AND DISTRICT STATUS:

Page 1 of the *Special Education District Profile* provides a summary of district performance and met/not met status for each State Performance Plan indicator. This is an overview of district data with detail in the remainder of the *Profile*.

EARLY CHILDHOOD SPECIAL EDUCATION CHILD COUNT DATA (Ages 3-PK5)

DATA SOURCE:

- District reported data from MOSIS December Student Core and census data (2010 Census)
- District reported data in Special Education IMACS (Transition from First Steps to ECSE) in conjunction with monitoring self-assessment
- District reported ECO data from MOSIS June Student Core

	CALCULATION METHOD	WHAT TO ASK
TABLE A1: Early Childhood Special Education Child Count and Participation Rates	Participation Rate = $(\text{child count} / \text{census}) \times 100$	<ul style="list-style-type: none"> • Why is our total participation rate high, low, increasing, or decreasing? • What are our child find and referral processes? • What are our processes for determining eligibility?
TABLE A2: Early Childhood Special Education Educational Environments (ages 3-pK5) SPP Indicator 6	Educational Environment Percentage = $(\text{educational environment count} / \text{total early childhood special education child count}) \times 100$	<ul style="list-style-type: none"> • How do we determine placement? • How do we determine the educational environment? • Do we understand that the placement and educational environment are two separate concepts, required for different purposes? • How do we include IEP students in settings with non-IEP peers? • Are we considering the least restrictive placement for each student with an emphasis on providing services with non-disabled peers?
TABLE A3: Transition from First Steps (Part C) SPP Indicator 12	Percent developed within acceptable timelines = $(\text{IEPs developed within acceptable timelines} / \text{number referred and eligible}) \times 100$ <i>Data are collected from districts in the year prior to their monitoring review.</i>	<ul style="list-style-type: none"> • Have we established a good working relationship with the First Steps SPOE office for our area? • Are our processes clear on the timelines for transition from First Steps to ECSE? • Is there a designated person responsible for monitoring timelines for the district? • Do we have a clear understanding of the limited reasons for which it is acceptable to not have the IEP developed by the third birthday? • If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?
TABLE A4: Early Childhood Outcome Data SPP Indicator 7	Outcomes Percentage = $(\text{Number in each outcome "bucket" for each outcome area} / \text{number of children exited from ECSE during reporting year}) \times 100$ Summary Statement 1 = $(\text{Outcome buckets c} + \text{d} / \text{Outcome buckets a} + \text{b} + \text{c} + \text{d}) \times 100$ Summary Statement 2 = $(\text{Outcome buckets d} + \text{e} / \text{Outcome buckets a} + \text{b} + \text{c} + \text{d} + \text{e}) \times 100$	<ul style="list-style-type: none"> • Has the district been reporting the ECO data to DESE? • Have all ECSE staff been trained about ECO assessment procedures? • Is there a designated person responsible for ensuring that entry and exit assessments are conducted accurately and consistently? • Is the district working with First Steps SPOE offices to ensure consistency between First Steps exit and ECSE entry ratings?

SCHOOL AGE CHILD COUNT AND ENVIRONMENT DATA (Ages 5K-21)

DATA SOURCE:

- District reported data on MOSIS Student Core
- Child Count is as of December 1

	CALCULATION METHOD	WHAT TO ASK
TABLE B1: Child Count (5K-21) and Parentally-Placed Private Schools Students (PPPS)	<p>Incidence Rate for each Disability Category and Total = $\frac{\text{total}}{\text{total student enrollment}} \times 100$</p> <p>Bar Chart: Graphs the incidence rates for the district and state</p>	<ul style="list-style-type: none"> • Are our incidence rates comparable to the state rates? • If not, why is our total incidence rate high or low? • Why are incidence rates for particular disability categories high or low? • What are our referral processes? • What are our processes for determining eligibility?
TABLE B2: Percent of Students by Race/Ethnicity SPP Indicators 9/10	<p>Percent of Enrollment by Race = $\frac{\text{the number in each racial/ethnic category}}{\text{total district enrollment}} \times 100$</p> <p>Percent of IEP Child Count by Race = $\frac{\text{the number in each racial/ethnic category}}{\text{total child count}} \times 100$</p> <p>Percent by Disability by Race (for each disability category) = $\frac{\text{the number in each racial/ethnic category}}{\text{total child count in the disability category}} \times 100$</p>	<ul style="list-style-type: none"> • Are the percentages by race consistent across enrollment, total child count and child count by disability category? • If no, what is contributing to the differences? • At what rate do we refer by race /ethnicity? • What are our processes for determining eligibility? • Are some race/ethnicity categories in more restrictive placements than others?
TABLE B3: School-Age Educational Environments SPP Indicators 5	<p>Educational Environment Percentage = $\frac{\text{total number in educational environment}}{\text{total school age special education child count}} \times 100$</p> <p>Bar Charts: Graphs three years of selected educational environment percentages for the district and state</p>	<ul style="list-style-type: none"> • How do we determine placement? • How do we include IEP students in general education classes? • Are we considering the least restrictive placement as part of the IEP process for each student as determined by the IEP team? • What co-teaching or other instructional models are available in the elementary, middle/junior high, and/or high school levels? • What general education classes use differentiated instruction? • How do general education classes accommodate IEP students?

MAP - MISSOURI ASSESSMENT PROGRAM DATA

DATA SOURCE:

- Information compiled from Missouri Assessment Program participation and performance results
- MAP assessment data includes MAP and MAP-A results

	CALCULATION METHOD	WHAT TO ASK
TABLE C: IEP MAP and MAP-A SPP Indicator 3	<p>Participation Rate = $(\text{reportable} / \text{accountable}) \times 100$</p> <p>Percent Top Two = $(\text{number of proficient} + \text{number of advanced}) / \text{number of reportable} \times 100$</p> <p>Bar Charts: Graphs three years of MAP data by grade levels for the district and state</p>	<ul style="list-style-type: none"> • Why is our participation rate lower than 100%? • Why are percentages decreasing, static, or low? • Is the district following state guidelines for determining MAP-A eligibility? • What do the results by grade level imply? • How do assessment results relate to special education placements (percent of time spent in general education classrooms)? • How do IEP students access the general education curriculum?

EVALUATION DATA

DATA SOURCE:

- District reported data in Special Education IMACS in conjunction with monitoring self-assessment

	CALCULATION METHOD	WHAT TO ASK
TABLE D: Initial Evaluation Timelines SPP Indicator 11	<p>Percent within Acceptable Timelines = $(\text{Number within acceptable timelines} / \text{number evaluated}) \times 100$</p> <p><i>Data are collected from districts in the year prior to their monitoring review</i></p>	<ul style="list-style-type: none"> • Are our processes clear on the timelines for initial evaluations? • Is there a designated person responsible for monitoring timelines for the district? • Do we have a clear understanding of the reasons for which it is acceptable to exceed the 60-day timeline? • If less than 100% compliance, have changes been made in procedures and practices to ensure full compliance?

PARENT SURVEY DATA

DATA SOURCE:

- MSIP Parent Advance Questionnaire (through 2010-11) and/or special education parent survey

	CALCULATION METHOD	WHAT TO ASK
TABLE E: Parent Survey Data SPP Indicator 8	<p>Schools Facilitated Parental Involvement Percent = (number of parents with children with disabilities who agree or strongly agree[^] / number of responses) x 100</p> <p>[^] Must have agreed with two questions: 1) My involvement in my child's education has improved his/her achievement and 2) The school encourages parents to be involved</p> <p><i>Data are collected from districts in conjunction with their monitoring review.</i></p>	<ul style="list-style-type: none"> How does the district encourage parental involvement?

SUSPENSION/EXPULSION DATA

DATA SOURCE:

- District reported data through MOSIS Discipline Incident and Student Core

	CALCULATION METHOD	WHAT TO ASK
TABLE F: Suspension/ Expulsion Data by student and incident count (IEP and non-IEP) SPP Indicator 4	<p>Students IEP Rate per 100 Students = (number of IEP students with incidents reported / total child count excluding PPS) x 100</p> <p>Students non-IEP Rate per 100 Students = (number of non-IEP students with incidents reported / total enrollment less child count) x 100</p> <p>Incident IEP Rate per 100 Students = (number of incidents for IEP students / total child count excluding PPS) x 100</p> <p>Incident non-IEP Rate per 100 Students = (number of incidents for non-IEP students / total enrollment less child count) x 100</p> <p>Ratio of IEP : non-IEP rate = IEP rate per 100 students / non-IEP rate per 100 students</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <i>ISS All = Any incident resulting in an in-school suspension.</i> <i>ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days.</i> <i>OSS All = Any incident resulting in an out of school suspension.</i> <i>OSS > 10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days.</i> <i>OSS includes out of schools suspensions, expulsion, or unilateral removals.</i> 	<ul style="list-style-type: none"> Is the average number of incidents per IEP student consistent with non-IEP students? What are our disciplinary policies? Does the data suggest that some policies may have an unintended effect? How do discipline incident rates correlate with the dropout data of IEP students? What behavioral intervention strategies are used, and are all district staff implementing them consistently?

SECONDARY TRANSITION DATA

DATA SOURCE:

- District reported data on MOSIS Student Core, Student Enrollment and Attendance and Graduate Follow-up files
- District reported data in Special Education IMACS in conjunction with monitoring self-assessment (Secondary Transition Plans)

	CALCULATION METHOD	WHAT TO ASK
TABLE G1: Graduation / Dropout Data for Students with Disabilities SPP Indicators 1/2	<p>4-year Graduation Rate = (Number in cohort graduating within 4 years / Special Education (IEP) cohort) x 100</p> <p>5-year Graduation Rate = (Number in cohort graduating within 5 years / Special Education (IEP) cohort) x 100</p> <p>6-year Graduation Rate = (Number in cohort graduating within 6 years / Special Education (IEP) cohort) x 100</p> <p>7-year Graduation Rate = (Number in cohort graduating within 7 years / Special Education (IEP) cohort) x 100</p> <p>Dropout Rate = (Number of IEP dropouts in grades 9-12 / Total number of IEP students in grades 9-12) x 100</p> <p>Bar Charts: Graphs multiple years of graduation data for the 4yr graduation and dropout rates for the district and state</p> <ul style="list-style-type: none"> • <i>For students grades 9-12, the following exit categories are added together for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not Known to Continue, and 08-Dropped Out.</i> • <i>(N/A) Elementary districts do not report their high school students and therefore will not have a graduation or dropout rate.</i> 	<ul style="list-style-type: none"> • Why is our graduation rate low or decreasing? • Why is our dropout rate high or increasing? • How does our graduation rate compare to our dropout rate, and how do both compare to the rates for non-IEP students? • What programs and options are available to help at-risk students? • What processes are in place to identify students at risk of dropping out? • How do we keep IEP students engaged in learning? • What are our attendance policies and do some have an unintended effect?
TABLE G2: Secondary Transition Plans SPP Indicator 13	<p>Percent Met Requirements = (Number met requirements / number of transition IEPs reviewed) x 100</p> <p><i>Data are collected from districts in the year prior to their monitoring review; therefore, the data is not available for all districts every year.</i></p>	<ul style="list-style-type: none"> • (See Graduation questions above) • What vocational classes are available to IEP students such as hands on classes, exploratory type classes or work study classes? • What are the criteria for getting into a vocational or career technical school (i.e. grade level, grades, attendance)? Are these criteria an impediment to IEP students? • If less than 100%, have changes been made in procedures and practices to ensure full compliance?

	CALCULATION METHOD	WHAT TO ASK
<p>TABLE G3:</p> <p>Follow-up on Previous Year's Graduates and Dropouts (IEP)</p> <p>SPP Indicator 14</p>	<p>A. Enrolled in Higher Education = (Sum of (4-year and 2-year college where at least one term completed) / total graduates and dropouts) x 100</p> <p>B. Enrolled in higher education or competitively employed = (Sum of (4-year and 2-year college where at least one term completed and competitive employment for at least 20 hours per week for 90 days and military) / total graduates and dropouts) x 100</p> <p>C. Total Employed & Continuing Education = (Sum of (4-year, 2-year college or other postsecondary education where at least one term completed, employment for at least 20 hours per week for 90 days and military) / total graduates and dropouts) x 100</p> <p>Bar Chart: Graph of graduate follow-up categories for the district and state</p>	<ul style="list-style-type: none"> • How do we know if IEP students are employed or continuing their education after graduating from high school? • How can we better conduct follow-up on dropouts? • What opportunities (skills, activities, classes, programs, etc.) leading to successful post-secondary outcomes do IEP students have access to before leaving high school? • What are our expectations for students with disabilities? • How do our percentages compare to those for the state?